

Academic Probation Policy [Revised 29 May 2010]

The purpose of academic probation at Dhahran British Grammar School is to help students who are

- Failing or struggling to keep up with their peers
- Significantly underachieving
- Significantly and repeatedly disrupting the learning of others
- Repeatedly failing to complete work and meet deadlines
- Failing to complete and hand in homework regularly (e.g. more than 6 missed homeworks in any one term)

The objectives of academic probation are one or more of the following

- to help students work towards achieving their potential
- to help students develop appropriate behaviour, socialisation and study patterns
- to identify at an early stage if the student's learning and behavioural needs can be met by DBGS
- To monitor students if there are doubts about their ability to cope in the next year/Key Stage

Process prior to placing a student on academic probation

Academic probation only applies to established students. New students may be placed on a provisional placement if it is considered necessary, and parents are notified of this in writing at the time of enrolment. Additionally, there is a 10 day period where the withdrawal of a newly enrolled student may be required, should the school feel that it is unable to satisfactorily provide for the child's educational needs.

The school adopts the following process when students who are underachieving, struggling to keep up with the work, disrupting the learning of others or repeatedly failing to complete work to an acceptable standard:

- The school's affirmative discipline policy is followed, which involves a staged approach including discussions between students, teachers, Heads of Key Stage and parents.
- In support of this discipline policy, a student will be placed on academic probation when there are clear indications that a student's behaviour and effort levels are consistently below the school's expectations.
- An underachieving student will be put on academic probation when, in the professional judgement of the Head of Key Stage, he or she has established an unsatisfactory academic record. Verbal and written evidence will be gathered from teachers during this assessment process and parents will be consulted.
- In the case of a notably weak student, or one with specific learning requirements, the Head of Key Stage will determine if the school is able to meet the child's needs. Consultation will be made as necessary with the ISG educational diagnostician and DBGS learning support staff. The results of standardised reading and maths tests, as well as additional appropriate instruments will be taken into account. A period of academic probation will be agreed upon with parents.
- A student who, in the professional judgement of their teachers, may find the academic challenges of the subsequent year or Key Stage to be overwhelming, may be placed on academic probation.

Criteria for placement on academic probation

Written and verbal evidence supporting a case for academic probation must be gathered. This should clearly demonstrate one or more of the following:

- Repeated disruptive behaviour
- Consistent underachievement

- Significant and repeated failure to complete work and meet deadlines
- Educational needs which the school is not able to meet satisfactorily

Procedures for being placed on/being removed from academic probation

A meeting to discuss the student's needs, progress and academic probation must be held between staff and the child's parents. In the event that parents are unwilling or unable to attend for a meeting, the student will be placed on academic probation and a letter explaining this sent to the parents.

Clear objectives of the academic probation will be set and the monitoring process explained.

A review date will be set. Typically, reviews will be made at the end of each calendar month. A written report will be sent to parents.

Students who show satisfactory progress will be removed from academic probation when they have demonstrated:

- a satisfactory academic track record
- behaviour of an acceptable standard

and the school is satisfied that the child's educational needs are met to an acceptable level.

A meeting prior to removal from academic probation will be held with parents and the student.

Sanctions while on academic probation

Students on academic probation are subject to the range of sanctions normally imposed under the affirmative discipline policy.

Students on academic probation will be given a booklet to present to teachers on a daily basis. In this booklet the teachers will record incidents, and rate the student on attainment, time-keeping, effort and behaviour. This will be used as evidence of the progress of the child.

Duration of academic probation and end result

Initially, students will be placed on academic probation for a period of one month. Students who have achieved satisfactory progress will be removed from academic probation at the end of this period.

A period of academic probation will not run for longer than three months. The parents of a student who has not made satisfactory progress after a period of three months on academic probation, or who has been on academic probation for three separate occasions totalling three months will must be informed in a meeting with the Head of Key Stage and Head Teacher that their child has a period of 30 days in which to prove that they can meet with the school's expectations. If they fail to do this then the Head Teacher will recommend either that the child be withdrawn or that a pre-expulsion hearing will be held with the Superintendent. A decision to this effect will normally be made by the end of the spring term but may be deferred until the end of term three, depending on circumstances.

The parents of a student placed on academic probation during the third term of Year 6 or Year 9 will be informed that their child's place may be withdrawn during Year 7 or Year 10 should they not make satisfactory progress. That this is of particular significance for a child commencing a two year (I) GCSE programme will be highlighted.

At the discretion of teachers, DBGS Learning Support staff and Head of Key Stage, children who are immature or lacking educational experiences in Foundation or Key Stage One, may be placed in the year group below that which is age appropriate. Alternatively, children may repeat a year if the reason for their lack of achievement is due to immaturity and/or lack, of educational experience.

Circulation: this policy will be made available to parents via the school website. A hard copy is available from the school office on request.

Review due: March annually